

**THE USE OF HANGMAN GAME IN TEACHING SPEAKING TO THE
SECOND GRADE STUDENTS OF SMAN 4 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and
Teacher Training Faculty of Institute for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree in English Education*

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STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2019**

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This thesis, entitled "The Use of Hangman Game in Teaching Speaking to the Second Grade Students of SMAN 4 Palopo" written by Yulianti Wulan, Reg. Number 14.16.3.0157, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, January 29th 2019 M, coincided with Jumadil-Awal 23rd 1440 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, January 29th, 2019 M
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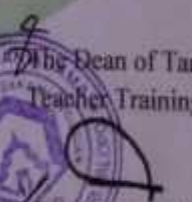

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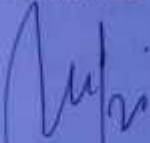
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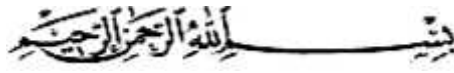
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العالمين

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This thesis is presented to English Education Program of Tarbiyah and teacher training faculty state institute for Islamic Studies Palopo as a partial fulfillment of the requirements for degree of S.Pd (Strata I), entitled “the use observe and remember game in teaching students’ vocabulary at the seventh grade of SMPN 1 Palopo”

The researcher realizes that this thesis cannot be accomplished without help, guidance, and motivation from others. Therefore, in this chance the writer would like to express her respecting and her thanks to:

1. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.
2. Taqwa, S.Ag., M.Pd.I as the head of Tarbiyah Department at IAIN Palopo.
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explanation, correction, suggestions, and some ideas until the writer can finish this research.

5. Jufriadi. S.S., M.Pd and Akbar.S.Pd.I.,M,Ed as the first and the second examiner who have given correction, suggestion and some ideas until the researcher finished this thesis.
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Finally, the researcher prays to God, may Allah SWT gives reward to all people who have helped the writer. The writer hopes this thesis can be useful and give contribution for the readers, religion, nation, and state.

Palopo, 13th October 2018

The Reasearcher

YULIANTI WULAN

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ABSTARCT

Yulianti Wulan, 2018, *“The Use of Hangman Game in Teaching Speaking to the Second Grade Students of SMAN 4 Palopo”*. A thesis of English Education Study Program Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo, Advise by Amalia Yahya, SE.,M.Hum and Muhammad Irfan Hasanuddin S.Ag.M.A.

Keyword: Speaking Skill, Hangman Game.

This thesis attempted to find out whether or not Hangman game is effective in teaching speaking skill at second grade students of SMAN 4 Palopo? And what the students' response about learning speaking by using Hangman game at the second grade of SMAN 4 Palopo? The objective of the research were to find out whether or not Hangman game effective in teaching speaking skill at the second grade students of SMAN 4 Palopo and to know students' response about learning speaking by using Hangman game at the second grade of SMAN 4 Palopo.

This research used pre-experimental method. The population of this research was the eleventh grade of SMAN 4 Palopo. The sample was one class XI IPA 2 consisted of 16 students. The sampling technique in this research used purposive sampling. The instrument in the form speaking test in pre-test and post-test. The researcher gets the score of three aspects in speaking skill; accuracy, fluency, and comprehensibility.

The result of the data analysis showed that the mean score of post-test (10,8125) was higher than the mean score of pre-test (6,3125). And obtained that $\text{Sig.} = 0,00$ and $\alpha = 0,05$. It means H_1 accepted because $\text{Sig.} < \alpha = 0,00 < 0,05$. Therefore, there was a significant influence of using Hangman game in teaching speaking to the second grade students of SMAN 4 Palopo. Besides, the result of questionnaire indicated that the students were interested in learning speaking by using Hangman game.

CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English in senior high school encompasses the four language skills namely listening, speaking, reading and writing. As one of language skills that must be mastered by students, speaking is an important part for the students to acquire a language. Hybel mentioned that speaking is any process in which people share information, ideas and feeling. In other word speaking is to express our idea to others in oral communication, also a process in which a speaker conveys information or messages to listeners.¹

In addition, speaking skill is used in real life. It means mastering English communication is one of the main goals in learning English. One of target of teaching language is to improve students skill to speak that language. Meanwhile, Burns believed that for most foreign language learners, speaking in target language is not easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules.

¹ Hybel D, *Understanding Speaking Interaction*. (New York: Cambridge University Press, 2001)

The researcher has found similar case at second grade students in SMAN 4 Palopo. Based on the interview with a teacher, she said “The students have difficult in learning speaking because most of them do not have a lot of vocabulary that can help the students in speaking. And the sometimes they are shy or confused with the atmosphere speak in front of class. The students cannot express their idea well”. And the other hand some students said “that teaching English make us bored, because the teacher using method speech, and do not interest.” Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill. To overcome this situation there is an effective way that teaching speaking skill can be done through some various activities that can promote speaking skill. One of them is by using games.

According to Agoestiawaty that by using games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively The brain is a muscle just like any other. ² In addition Brewster said games change the pace of a lesson and help to keep students’ motivation.³ Therefore the researcher is going to improve speaking skill by using hangman game same with guessing game. Hangman is a great way for kids to practice their speaking, spelling, pronunciation, improving their vocabulary, and having fun at the same time. Based studies from Media Astutik Limola shown that

² Agoeswaty, *102 English Games (from A to Z)*, (Jakarta:Gramedia Pustaka Utama,2007)

³ Brewster, *The Primary English Teacher* , (New York: Cambridge University Pres, 2002)

learning speaking using guessing game give significant improvement to the speaking skill, the other hand, makes students more active and they enjoy learning.⁴

B. Problem Statement

Based on the explanation above, the researcher formulates the problem statements, as follows:

1. Is the Hangman game effective in teaching speaking skill at the second grade students of SMAN 4 Palopo?
2. How is the students' response about learning speaking by using Hangman game at the second grade of SMAN 4 Palopo?

C. Objective of the Research

Based on the problem statement above, the objectives of the research are:

1. To find out whether or not Hangman game is effective in teaching speaking skill at second grade students of SMAN 4 Palopo?
2. To know the students' response about learning speaking by using Hangman game at the second grade of SMAN 4 Palopo?

⁴ Media Astutik Limola, "*Improving Students' Speaking Skill Through Mystery Guess Game at the Eleventh Year Students of SMAN 4 Palopo*", p.73

D. Significance of the Research

The result of this research is expected to be useful or give information for all teachers and learners of English in general and especially for those who want to develop their English speaking skill through Hangman game and this research is expected to give a contribution on how to teach speaking skill using Hangman game and find out an alternative way in teaching English especially in teaching speaking skill by using Hangman game.

E. Scope of the Research

This research intends to present some matters about the use Hangman game in teaching students speaking skill. This research focuses on language expressions in describing something (about noun, animal, person, fruit). And the speaking skill stressed on accuracy, fluency, and comprehensibility. This study limited to 11th grade students of SMAN 4 Palopo.

F. Definition of Term

As for the sake of clarification and to avoid ambiguity, some terms in this study need to be defined. The terms are shown as below:

Hangman game is the one of guessing games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Webster online dictionary defines Hangman game as a guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time, and involving the

gradual drawing of a stick figure hanging from the gallows. In addition, Wright gives the procedure to play Hangman game as follows: (a) Think of a word that should be familiar to the learners, and draw a dash for each letter; (b) invite the learners to call out letters which they think may be in the word; and (c) if a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the hanged man.

Speaking skill is the oral capacity, proficiency that measure based on competence feature, performance features; they consist of fluency, accuracy, and comprehensibility. Speaking is a fundamentally an instrument.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

1. Prastuti Nina in her research, “Improving Students Ability in Asking and Giving Opinion by Using Hangman Game” she concluded that using Hangman game could positively involve the students in the process of teaching learning process and this game effective to improved the speaking ability in asking and giving opinion.¹ There are similarities and different between Prastuti’s research and this research. Prastuti’s research focus in asking and giving opinion, she applied classroom action research design, while this research focus language expression in describing something and this research used pre-experimental design.

2. Dian Fitriana in her research “Improving the speaking skills through guessing game of the seventh grade students of SMP Muhammadiyah I Seyegan Yogyakarta in the Academic year of 2012/2013”.² She concluded that use guessing game gives to the positive effects on improving students’ skill in speaking English. There are similarities and different between Dian’s research and this research.

¹ Nina Prastuti, *Improving Students Ability in Asking and Giving opinion by Using Hangman Game at the eight grade students of SMP Negeri 16 Pontianak* , (Pontianak, Universitas Tanjung Pura, 2013)

² Dian Fitriana, *Improving the speaking skills through guessing game of the seventh grade students of SMP Muhammadiyah I Seyegan Yogyakarta in the Academic year of 2012/2013*, (Yogyakarta, Universitas Negeri Yogyakarta, 2012)

Dian's research used guessing game. She applied classroom action research design, while this research used Hangman game focus language expression in describing something and this research used pre-experimental design.

3. Sri Mutolingatun in her research "The influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTSN 2 Bandar Lampung in the Academic year of 2016/2017"³. She concluded the use of Hangman game toward students' vocabulary mastery had significant influence. It means Hangman game effective to be used toward students' vocabulary mastery. There are similarities and different between Sri's research and this research. Sri's research focus improved vocabulary, while this research focus improved speaking skill.

Based on the previous finding above, there are some similarities and differences of the research between the researcher and the other researcher. The researcher concludes that the using of interesting games in teaching speaking skill could stimulate and improved students' speaking skill. It motivates the researcher to used that game, which is Hangman game. This game could make students easier and more effective to improve their speaking skill and vocabulary.

³ Sri Mutolingatun *The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of MTSN 2 Bandar Lampung in the Academic year of 2016/2017*, (UIN Raden Intan Lampung, 2018)

B. Concept Speaking Skill

1. Definition

Heaton defines speaking ability as the ability to communicate idea appropriately and effectively.⁴ In conclusion, speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicative ideas to another.

Human beings have feeling, ideas and thought. As social creature, they need to communicate their feeling, ideas or thought and by means of speaking they can realize it. Speaking is the most essential way in which the speaker can express.

2. The Problem of speaking

According Brown suggest some causes that make speaking difficult as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both.

2. Redundancy

The speakers has an opportunity to make clearest through the redundancy of language, learners can capitalize on this feature of spoken language.

⁴ J.B Heaton, *Writing English Language Test* (New York : Longman Group UK company, 1988), p.87.

3. Reduce Forms

Contraction, elisions, reduced vowels, etc. all form special problems in teaching spoken English.

4. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial Language

Make sure your student reasonable well acquainted with the word, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributed of fluency.

7. Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component: the creativity of compensational negotiation.⁵

3. Aspects of Assessing Speaking Skill

According to Brown, there are five aspects of assessing speaking skill such as conversational discourse, teaching pronunciation, accuracy, and fluently.⁶ Based on statement above, the speaking skills are divided into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination wills considerable repetition and rephrasing.

⁵ Brown H. Douglas, *Teaching by Principle : an Interactive Approach to Language Pedagogy* (New York : Prentice Hall, 2001), p.270-271.

⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Second Edition San Francisco State University: Longman, 2001), p.267-269

4. Classroom Speaking Activities

Effective teacher teaches students speaking activities that they can use to help themselves expand their knowledge of language and their confidence using it. There are many activities that can be used. Harmer gives some example of speaking activities. There are as follows:

a. Information gaps

One type of speaking activity is called ‘information gaps’, where two speakers have different parts of information in making up a whole. There is a gap between them because they have different information.

One popular information gap activity is called ‘describe and draw’. In this activity one student has a picture which he or she must not show his or her partner. The partner has to draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the other will ask questions.

b. Discussion

Most of the teacher hopes that they will be able to organize the discussion session in their classroom. One thing to remember is that people need time to assemble their thought before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language.

There are many discussion possibilities. The important thing is that students need to be ‘engaged’ with the topic. Then they might do some ‘study’ and more quickly to ‘active’ stages which include the discussion itself. Almost certainly, here will be feedback after the discussion is over.

c. Role play

Role-play activities are those where the students are asked to imagine that they are in different situations and act accordingly. The teacher may tell the students to role play being guest as a party, travel agents, answering customer questions or participations in a public meeting about a road-building project. The class can be divided into several groups and each group is given a role card.

In conducting the role-play, the teacher should set a time limit for activities. While the activity is going on, the teacher goes around the group for prompting where necessary and making notes on example of good and bad English use.

d. Games

Students play and want to play. Students learn through playing. In playing together, students interact with others. In interacting, they develop language skill. Games provide context for play, reason for playing, and routines for playing. Game which can be used teacher in teaching learning process is like matching games, guessing game, board game and card game.

5. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance as follows:

1. Imitative

A very limited portion of classroom speaking time many legitimately be speech generating “human tape recorder speech”, where, for example, learners practice an intonation control or try to point a certain vowel sound and word.

2. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of students speaking in classroom is responsive: short replies a teacher or students imitated question or comments.

4. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific imposition is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationship them for the form function of fact and information.

6. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.⁷

⁷ *Ibid*

C. Concept of Game

1. Definition of Game

Game may be defined as a form of play governed by certain rules or convention. In other word games are not meant to be enjoyed whatever they are played. Games are structure playing, usually undertaken for enjoyment and sometimes used as an education tool. Based on Oxford Advanced Dictionary of Current English, game is form of usually competitive play or sport with rules.⁸

2. Types of Language Games

Hadfield explain two ways of classifying language game. First, she divided language games in two types. Linguistic games and communicative games. The second taxonomy that Hadfield uses to classify language games has many more categories. As with classification of games as linguistic games communicative games, some games will contain elements of more than one type.

- a. sorting, ordering, or arranging games.
- b. information gap games.
- c. Guessing games.
- d. search games
- e. matching games.
- f. labeling games.
- g. exchanging games.

⁸ A.S, Hornby, Oxford Advanced Learner's Dictionary of Current English, (Oxford University Press, 1995)p.48

h. board games.

j. role play games⁹

Carrier in tanggak, provides some reasons for using games in language teaching as follow:

1. Game can be used to change the phase of the lesson and so maintain the learner's motivation.
2. Game can give hidden practice of specific language points without students being aware of this.
3. Game can be used punctuate long formal teaching units and review students' energy before returning to more formal learning.
4. Game can encourage students, participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.
5. Game can change the roles of the teacher from the formal instructor to the manager or organize of activities the students' enjoy in participating. This is consider useful in reducing teacher students distance conflict.
6. Game can increase the students' communication and also reduce the domination of the teacher.
7. Game can act as a testing mechanism, in sense that it can expose weakness and needs for remedial works.¹⁰

⁹ Jill Hadfield, *Intermediate Vocabulary Games* (England: Longman, 1999)

¹⁰ Tanggak, *The Use of Pyramid Game in Teaching Vocabulary*, (Makassar: Thesis of FBG UNM, 1996), P.16.

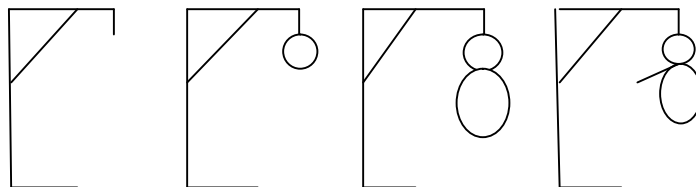
In the language classroom, simply, games are not just a diversion or a break from routine activities. They must also contribute to language proficiency in some ways by getting the learners to use language in the course of the game

D. Concept of Hangman Game

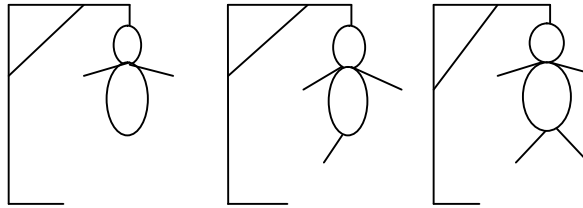
1. Definition of Hangman Game

Hangman game is the one of guessing games. Guessing games can be painless to develop or reinforce any number concepts. “Guessing what I am,” “Guess who I am” for example, can be used to teach about animals, profession, or people in different age groups (baby, child, teenager, young adult, elderly person). There are many concepts of guessing games, which can be applied in teaching speaking.

How play Hangman game. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Wright et al, He gives the procedure to play hangman game as follows: (a) Think of a word that should be familiar to the learners, and draw a dash for each letter; (b) invite the learners to call out letters which they think may be in the word; and (c) if a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the hanged man as in the illustration.¹¹



¹¹ Wright A Betteridge. *Games for Language Learning*, (Cambridge: Cambridge University Press, 2006), p.111



Meanwhile, Ur gives the instruction to play Hangman game as follows (a) One player thinks of a word and writes down a series dashes, which represent the series of letters that make up the word; (b) the other players than guess what the letters are; (c) if they guess a letter right, the first player has to fill it in on the relevant dash (es); (d) if they guess a letter wrong, he or she may draw one (more) component of a drawing of a man hanging on a gallows; (e) the guesses continue until either the whole word has been guessed, or the Hangman drawing has been finished; (f) if the first player completes the drawing before the other has guessed the word, he or she wins, and may choose other words to be guessed; (g) if the word is guessed first, then the player to fill in the last letter(s) of the word may choose the next.¹²

¹² Ur , P. *A Course in Language Teaching*.. (Cambridge: Cambridge University Press,1998), p.31.

2. Advantages of Using Hangman Game

1. The game is very interesting for the students to increase their vocabulary, pronunciation, speaking.
2. This game is easy to be applied in the classroom.
3. This game is simple and cheap, because there was no fee for the teacher to buy some utilities to be applied in a class. Just claps the hands and say the words.
4. This game can be applied not only for Junior High School students, but also for Elementary School, and Senior High School.
5. This game can be applied not only for formal education, but also for non formal education anywhere and anytime.

3. Teaching Speaking using Hangman game

1. The students and teacher determine the topic (example: animals)
2. The students divided into some groups.
3. One student of each group to be volunteering.
4. Each volunteer choose a word or picture that will be given by the teacher and then makes the number of letters with a series dashes. The volunteer should to know name and meaning of the picture or word.

Example: Tiger (_ _ _ _)

When the game starts, the volunteer will be given some language expression when she/he wants to describe something. Example “guess what is it?”

5. In turn, the other groups guess the letters of the word or picture give clues with some language expression to describe something to volunteer, the volunteer only answer “yes” or “no”.

6. And if the volunteer say “yes”, guesser should spelling that word “Tiger”

(T _ G _ _)

7. If the word is true, volunteer write letter in correct position above the dash. If they guess a letter wrongly, the teacher may draw one component of a drawing of a man hanging on a gallows in the whiteboard.

8. After the word can be guessed, the students make conclusion.

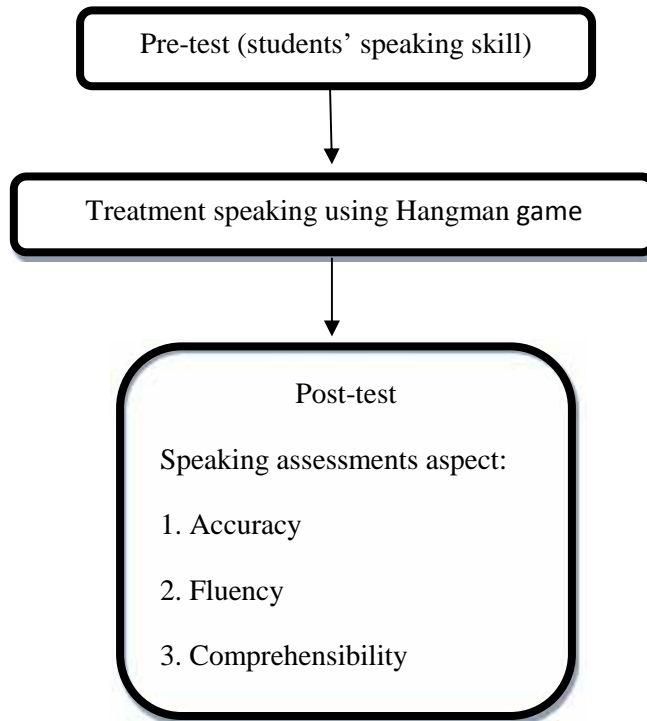
E. Conceptual Framework

Speaking is one of skill that should be paid attention by students if they will interact to other people in their surroundings. Speaking is mean of communication, but most of the students are not able to use English as a mean communication. In this case, a teacher of English had better use the appropriate technique, appropriate methods and interesting media to the students, teaching speaking in classroom needs a method to make the students will be more active and improve speaking skill.

Based on the statement above, the researcher focuses on improving students speaking skill through Hangman game “Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must important function is to give practice in communication”¹³. In

¹³ Richard Amato, *Making happened : interaction in the second language classroom*. (New York and London: Longman,1988).

this research the students would give pre-test to know their skill in speaking before giving treatment. And after treatment the researcher would give post-test to know assessment speaking skill.



F. Hypothesis

1. The hypothesis of this research is formulated as follows:

- a. (H_0) : The use of Hangman game was not effective in teaching students' speaking skill at the second grade of SMAN 4 Palopo.
- b. (H_1) : The use of Hangman game was effective in teaching students' speaking skill at the second grade of SMAN 4 Palopo.

2. Hypothesis acceptability criteria:

- a. If P-value > (0,05) means H_0
- b. If P-value < (0,05) means H_1

CHAPTER III

METHOD OF THE RESEARCH

This chapter describes about method and design of the research, variables, population and sample, instrument of the research, procedure of collecting data, and technique of the data analysis.

A. Method and Design of the Research

1. Method of Research

This research applied pre-experimental method. This method was done by giving pre test, treatment and post test for one group, and there was no control group. Creswell stated that pre-experimental method consist of one group pretest and posttest design to facilitate an easy implementation or an intervention of a short duration by choosing an intervention based on small pilot test, select a group of participants in the population and provide the intervention to them.¹

2. Design of Research

In this research involved one class of students with pre-test, treatment and post-test design. This design of research could be described as follows.²

| Pre-Test | Treatment | Post-Test |
|----------------|-----------|----------------|
| O ₁ | X | O ₂ |

¹ John W. Creswell, Education Research, (fourth edition; Library of Congress Cataloging in Publication Data, 2012)p.321.

² Suharsimi Arikunto, *Prosedur Penelitian, Edisi.XII*, (Jakarta:PT. Rineka Cipta,2002), p.77.

Notes:

O₁ : Pre-test

X : Treatment

O₂ : Post-test³

In this design, the researcher did test twice. The first was before treatment and the second was after treatment. The test before treatment called pre-test (X) and after treatment called post-test (Y). If the result of post-test was better than pre-test, it meant the program was effective. If the result of post-test was similar to pre-test it meant that the program was not effective.

B. Variable of the Research

This research involved two variables, such as dependent variable and independent variable. Dependent variable was affected of the result of the independent variable⁴. The dependent variable of the research was the improvement of students' speaking skill. Independent variable was a variable that affects or is the cause of changes in the incidence of dependent variable⁵. The independent variable of the research was Hangman game.

⁴ Sugiyono, *Metode Penelitian Kombinasi: Mixed Method*, 20th Edition, (Bandung; Alfabeta, 2013)

⁵ *Ibid*

C. Population and Sample

The population of this research was 11th of SMAN 4 Palopo that consisted of 160 students from six classes. In this research, the researcher applied purposive sampling technique. Purposive sampling is the process of selecting sample by taking subject that was not based on the level or area, but it was taken based on the specific purpose⁶. The sample of this research was XI MIPA 2 that consisted of 16 students in SMA Negeri 4 Palopo. The students of class XI MIPA 2 were chosen because some students had low speaking skill. It was seen by the information obtained from the English teacher in that school.

D. Instrument of the Research

In this research, the researcher used speaking test and questionnaires.

1. Speaking Test

The instrument of this research was speaking test, was given in pretest and posttest. Pretest was aimed to know the students' speaking skill before giving treatment. While post-test was aimed to know the students' speaking skill after giving treatment.

The speaking test was description of picture. The instrument in pre-test consisted of 12 pictures to describe. On the other hand, post-test consisted of 15 pictures to describe such as animal, fruit, classmate, things in the classroom. In the test, the researcher asked the students to choose one of the random pictures and given

⁶ Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik)*, (Jakarta: Rhineka Cipta, 2006)

3 minutes to describe the picture. The kind of instrument test in pretest and posttest was similar, but the difference was picture content. For Example, in pretest the picture of animal were giraffe, elephant butterfly, bird, and rabbit, while in post test, the picture of animal were cat, cow, lion, shark, and butterfly.

This test was used by the researcher in collecting the data by a recorder to measure the students' speaking skill. The data collected such as accuracy, fluency, and comprehensibility in students speaking.

2. Questionnaire

This questionnaire used to find out the students' perception toward Hangman game. The questionnaire was given to the students in the last meeting after post test. The students had 10 minutes to answer the questionnaire. The questionnaire consisted of 6 statements and 5 liker scale.

E. Procedure of Collecting Data

1. Pre-test

In the first meeting, the researcher gave pre-test to the students in the classroom by called them to come forward one by one. Next, the students asked to choose one of the random pictures and the researcher asked the students some questions to describe something, especially the characteristic of the things with their own words. And the student answer the questions, each student was given time least than 3 minutes. The researcher gave pre test because to know the basic skill of the students in speaking. The researcher used a recorder to record the students' performance.

2. Treatment

Treatment was conducted in five meetings in which meeting 2x45 minutes.

The first treatment was on Wednesday, October 3rd 2018. The researcher introduced and explained about Hangman game. And then, the researcher divided the students into 4 groups and the researcher used picture of thing to taught speaking skill.

The procedure of treatment was described as follows: first, the students and teacher determine the topic “things in the classroom”. After that, one student of each group to be volunteer, each volunteer choose a word or picture that would be given by the teacher and then makes the number of letters with a series dashes, the volunteer should to know name and meaning of the picture or word, example: book (_ _ _). Next, when the game starts, the volunteer would be given some language expression when he/she wants to describe something. Example: “guess what is it?”. In turn, the other groups guess the letters of the word or picture with clue and used language expression to describe something to volunteer, volunteer only answer “yes” or “no”. If the volunteer say “yes”, guesser should spelling that word “Book” (B _ _ _). Then, if the word is true, volunteer write letter in correct position above the dash. If they guess a letter wrongly, the teacher may draw one component of a drawing of a man hanging on a gallows in the whiteboard. Next, after the word could be guessed, the volunteer make conclusions based on statement from the group. And the last, students and teacher repeat the statement correctly.

The procedure of the treatment for the second until fifth treatment was same. The differences were about the time of conducting the research and topic things. The second treatment was about animals, the third treatment was about fruits, the fourth treatment was about people in the classroom, and the fifth treatment was about all of things that had been taught.

3. Post test

After doing treatments, in the last meeting, the researcher gave post test about describing something as the pre-test that had been given before, the procedure of post-test same with the pre-test, but the name of the things was different.

F. Technique Data Analysis

The data analysis included some steps that were elaborated as follows:

1. Scoring the students' pre-test and post-test.

In this test, the researcher use 1-6 point scale to measure the students answer orally toward questions of the researcher based and rating ability to communicate orally.

| Rating | Proficiency Description | | |
|--------|--|---|--|
| | Accuracy | Fluency | Comprehensibility |
| 6 | Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but | Easy for the listeners to understand the speaker's intention and general meaning. Very few |

| | | | |
|---|--|--|--|
| | lexical errors. | only one or two unnatural pauses. | interruptions or clarification required. |
| 5 | Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. | Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. | The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression. | Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. |
| 3 | Pronunciation is | Has to make an | The listener can |

| | | | |
|---|--|--|---|
| | influenced by the mother-tongue but only a few serious phonological and lexical errors, some of which causes confusion. | effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. | understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences. |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors. | Long pauses while he searches for the desired meaning, frequently fragmentary and halting delivery, almost gives up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very | Hardly anything of what is said can be understood. Even when the listener makes a great effort for interrupts, the |

| | | | |
|--|--|------------------------------|---|
| | mastered any of the language skills and areas practiced in the course. | limited range of expression. | speaker is unable to clarify anything he seems to have said. ⁷ |
|--|--|------------------------------|---|

Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the students' speaking ability. The following was rating scale classification⁸.

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

Looking for mean and standard derivation of students' score in pretest and post-test the researcher use SPSS 22.

Calculating the percentage of the students' score by using the following formula:⁹

$$P = \frac{F}{N} \times 100\%$$

⁷ JB. Heaton, *Writing English Language Test* (Ed, 1: New York Inc, 1998), p.100.

⁸ Daryanto, *Evaluasi Pendidikan* (Jakarta PT: Rineka Cipta ,2007), p.211

⁹ Sudjana, *Metode Statistika* (Bandung: PT. Tarsito,1982), p.40

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher explained about finding and discussion of the data.

A. Findings

The findings of this research described the result of the data analyzed statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of the students' in pre-test and post-test, and analysis data of questionnaires.

1. The analysis students' speaking score in pre-test and post-test.

a. Pre-test

In this section, the researcher showed the complete score of the students in speaking skill (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher presented them in the tables and calculating the score by using SPSS 22. For more clearly, at first the researcher showed the complete students' score speaking skill of accuracy, fluency, and comprehensibility in pre-test. It was tabulated by following table:

Table 4.1
The Scores of Students' Speaking Skill in Pre-Test

| Respondents | The Aspect of Speaking Skill | | | Total |
|-------------|------------------------------|---------|-------------------|-------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 2 | 2 | 3 | 7 |
| R2 | 2 | 1 | 2 | 5 |
| R3 | 2 | 1 | 2 | 5 |
| R4 | 2 | 2 | 2 | 6 |
| R5 | 2 | 2 | 3 | 7 |
| R6 | 3 | 3 | 3 | 9 |
| R7 | 1 | 2 | 2 | 5 |
| R8 | 2 | 2 | 2 | 6 |
| R9 | 2 | 1 | 2 | 5 |
| R10 | 1 | 2 | 2 | 5 |
| R11 | 2 | 2 | 2 | 6 |
| R12 | 2 | 2 | 2 | 6 |
| R13 | 2 | 2 | 2 | 6 |
| R14 | 3 | 2 | 3 | 8 |
| R15 | 2 | 2 | 3 | 7 |
| R16 | 2 | 3 | 3 | 8 |
| N=16 | | | | Y=101 |

From the table above that the highest total score of the students were 9 and one student got it and the lowest total score were 5 and five students got it. And in the assessment speaking consisted three aspect (accuracy, fluency, and

comprehensibility), but in the pre-test, the researcher found out the weakness in students' speaking skill was fluency.

Speaking skill consists of three aspects; they were accuracy, fluency, and comprehensibility. So in this section, the researcher presented and tabulated the mean score of the students' speaking skill one by one. All of those were explained for more clearly by following tables:

1) Accuracy

The mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 22. The result could be presented in to table descriptive statistic as follows:

Table 4.2
The Mean Score of Students' Accuracy in Pre-Test

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|--------|----------------|
| accuracy_pretest | 16 | 1,00 | 3,00 | 2,0000 | ,51640 |
| Valid N (listwise) | 16 | | | | |

Table 4.2 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicated that the mean score of students' accuracy in pre-test was 2 and the standard deviation error was ,51640.

The researcher also had written the students' score of accuracy before gave treatment by using described picture and it presented through the table rate percentage score. The table was shown as follows:

Table 4.3
The Rate Percentage Score of Students' Accuracy in Pre-Test

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | - |
| Very good | 71-85 | 5 | - | - |
| Good | 56-70 | 4 | - | - |
| Average | 41-55 | 3 | 2 | 12,5% |
| Poor | 26-40 | 2 | 12 | 75% |
| Very poor | 25 | 1 | 2 | 12,5% |
| Total | | | 16 | 100% |

Table 4.3 indicates the students' score in accuracy of pre-test. It shows that none students' got excellent (0%), very good (0%), and good (0%). Besides, there were 2 students (12,5%) got average, 12 students (75%) got poor and the last there were 2 students (12,5%) who got very poor. It means that all the students' speaking in accuracy is still low, because there were students got unexpected score.

2) Fluency

Table 4.4
The Mean of Students' Fluency in Pre-Test

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| fluency_pretest | 16 | 1,00 | 3,00 | 1,9375 | ,57373 |
| Valid N (listwise) | 16 | | | | |

Table 4.4 shows that the highest score of students' was 3 and the lowest score was 1. Besides, it also indicated that the mean score of students' fluency in pre-test was 1,9375 and the standard deviation error was ,57373.

The researcher also had written the students' score of fluency before giving treatment by using describing picture and it presented through the table rate percentage score. The table shown as follows:

Table 4.5
The Rate Percentage Score of Students' Fluency in Pre-Test

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | - |
| Very good | 71-85 | 5 | - | - |
| Good | 56-70 | 4 | - | - |
| Average | 41-55 | 3 | 2 | 12,5% |
| Poor | 26-40 | 2 | 11 | 68,75% |
| Very poor | 25 | 1 | 3 | 18,75% |
| Total | | | 16 | 100% |

Table 4.5 shows that there was none of students' got excellent, very good, and good (0%). There were 2 students (12,5%) got average scores, 11 students (68,75%) got poor scores and 3 students (18,75%) got very poor scores. It means that most of the students had low level of fluency.

3) Comprehensibility

Table 4.6
The Mean of Students' Comprehensibility in Pre-Test

| Descriptive Statistics | | | | | |
|---------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| comprehensibility_pretest | 16 | 2,00 | 3,00 | 2,3750 | ,50000 |
| Valid N (listwise) | 16 | | | | |

Table 4.6 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicated that the mean score of students' comprehensibility in pre-test was 2,3750 and the standard deviation error was ,50000.

In other side, the researcher also had written the students' score of comprehensibility before gave treatment by using describing picture and it presented through the table rate percentage score. The table shown as follows:

Table 4.7
The Rate Percentage Score of Students' Comprehensibility

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | - |
| Very good | 71-85 | 5 | - | - |
| Good | 56-70 | 4 | - | - |
| Average | 41-55 | 3 | 10 | 62,5% |
| Poor | 26-40 | 2 | 6 | 37,5% |
| Very poor | 25 | 1 | - | - |
| Total | | | 16 | 100% |

Table 4.7 indicates the students' score in accuracy of pre-test. It shows that none students' got excellent (0%), very good (0%), and good (0%). Besides, there were 10 students (62,5%) got average, 6 students (37,5%) got poor and the last there none students' got very poor. It indicates that most students speaking in comprehensibility still low.

b. Post-test

In this case, the researcher made the rate percentage of students' score speaking skill in post-test. The result of the students' score in post-test was presented in the tables. The completed of the students' score speaking skill of accuracy, fluency, and comprehensibility in post-test were tabulated as follows.

Table 4.8
The Scores of Students' Speaking Skill in Post-Test

| Respondents | The Aspect of Speaking Skill | | | Total |
|-------------|------------------------------|---------|-------------------|-------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 4 | 4 | 4 | 12 |
| R2 | 4 | 4 | 4 | 12 |
| R3 | 4 | 3 | 4 | 11 |
| R4 | 4 | 4 | 4 | 12 |
| R5 | 4 | 4 | 4 | 12 |
| R6 | 4 | 4 | 4 | 12 |
| R7 | 3 | 3 | 4 | 10 |
| R8 | 3 | 3 | 4 | 10 |
| R9 | 3 | 3 | 3 | 9 |
| R10 | 3 | 3 | 3 | 9 |
| R11 | 3 | 3 | 4 | 10 |
| R12 | 3 | 3 | 3 | 9 |
| R13 | 3 | 3 | 4 | 10 |
| R14 | 4 | 3 | 4 | 11 |
| R15 | 4 | 4 | 4 | 12 |
| R16 | 4 | 4 | 4 | 12 |
| N=16 | | | | X=173 |

The researcher had classified based on English speaking assessments that consisted of accuracy, fluency, and comprehensibility and it was presented through the table distribution frequency and percentage. It could be shown as follows:

1) Accuracy

The mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 22. The result could be presented into table descriptive statistic as follows:

Table 4.9
The Mean Score of Students' Accuracy in Post-Test

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| accuracy_posttest | 16 | 3,00 | 4,00 | 3,5625 | ,51235 |
| Valid N (listwise) | 16 | | | | |

Table 4.9 shows that the highest score of students was 3 and the lowest score was 4. Besides, it also indicated that the mean score of students' accuracy in post-test was 3,5625 and the standard deviation error was ,51235.

The researcher also had written the students' score of accuracy had been given treatment by using describing picture and it was presented through the table rate percentage score. The table was shown as follows:

Table 4.10
The Rate Percentage Score of Students' Accuracy in Post-Test

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | 0% |
| Very good | 71-85 | 5 | - | 0% |
| Good | 56-70 | 4 | 9 | 56,25% |
| Average | 41-55 | 3 | 7 | 43,75% |

| | | | | |
|-----------|-------|---|----|------|
| Poor | 26-40 | 2 | - | 0% |
| Very poor | 25 | 1 | - | 0% |
| Total | | | 16 | 100% |

Based on table 4.10 indicated the students' score in accuracy of post-test. It showed that none of students' got excellent (0%) and very good (0%), there were 9 students (56,25%) got good and there were 7 students got average (43,75%), and the last none student who got poor and very poor. It means that the students' speaking in accuracy was improved.

2) Fluency

Table 4.11
The Mean of Students' Fluency in Post-Test

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| fluency_posttest | 16 | 3,00 | 4,00 | 3,4375 | ,51235 |
| Valid N (listwise) | 16 | | | | |

Table 4.11 shows that the highest score of students' was 4 and the lowest score was 3. Besides, it also indicated that the mean score of students' fluency in post-test was 3,4375 and the standard deviation error was ,51235.

In other side, the researcher also had written the students' score of fluency had been given treatment by using describing picture and it presented through the table rate percentage score. The table shown as follows:

Table 4.12
The Rate Percentage Score of Students' Fluency in Post-Test

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | 0% |
| Very good | 71-85 | 5 | - | 0% |
| Good | 56-70 | 4 | 7 | 43,75% |
| Average | 41-55 | 3 | 9 | 56,25% |
| Poor | 26-40 | 2 | - | 0% |
| Very poor | 25 | 1 | - | 0% |
| Total | | | 16 | 100% |

Table 4.12 shows that there was none of students' got excellent and got very good (0%), There were 7 students (43,75%) got good scores and 9 students (56,25%) got average scores, and none of students (0%) got poor scores and got very poor scores. It means that students' fluency was improved.

3) Comprehensibility

Table 4.13
The Mean of Students' Comprehensibility in Post-Test

| Descriptive Statistics | | | | | |
|----------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| comprehensibility_posttest | 16 | 3,00 | 4,00 | 3,8125 | ,40311 |
| Valid N (listwise) | 16 | | | | |

Table 4.13 shows that the highest score of students was 4 and the lowest score was 3. Besides, it also indicated that the mean score of students' comprehensibility in post-test was 3,8125 and the standard deviation error was ,40311.

The researcher also had written the students' score of comprehensibility had been given treatment by using describing picture and it percents through the table rate percentage score. The table shown as follows:

Table 4.14
The Rate Percentage Score of Students' Comprehensibility in Post-Test

| Classification | Score | Rating | Frequency | Percentage |
|----------------|--------|--------|-----------|------------|
| Excellent | 86-100 | 6 | - | 0% |
| Very good | 71-85 | 5 | - | 0% |
| Good | 56-70 | 4 | 13 | 81,25% |
| Average | 41-55 | 3 | 3 | 18,75% |
| Poor | 26-40 | 2 | - | 0% |
| Very poor | 25 | 1 | - | 0% |
| Total | | | 16 | 100% |

Based on the table 4.14 indicated the students' score in comprehensibility of post-test. It shows that none students' got excellent, got poor, and got very poor (0%). Besides, there were 13 students (81,25%) got very good, 3 students (18,75%) who got good and none students (0%) who got average. It means that the students' comprehensibility was improved.

Beside showed about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, the researcher also had presented the total mean score and standard deviation in pre-test and post-test, and then compared both of them. The result had been presented into the table descriptive statistic as follows:

Table 4.15
The Mean Score and Standard Deviation of Pre-test and Post-test
Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|---------|-------------------|
| Pretest | 16 | 5,00 | 9,00 | 6,3125 | 1,25000 |
| Posttest | 16 | 9,00 | 12,00 | 10,8125 | 1,22304 |
| Valid N (listwise) | | | | | |

Table 4.15 shows that the standard deviation in pre-test was 1,25000 and in post-test was 1,22304. It also shows that mean score of the students in pre-test was 6,3125 and the mean score of the students in post-test was 10,8125. The result of the table above showed that the mean score of students in post-test was higher than the mean score of student in-pre-test. It was concluded that using Hangman game was effective in teaching speaking skill.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher calculated it by using SPSS 22. The result could be shown in the table of paired

samples statistic, paired sample correlations and paired sample test. It was presented in the following tables:

Table 4.16
The Paired Samples Statistics of Pre-test and Post-test

| | | Paired Samples Statistics | | | |
|--------|----------------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | total_pretest | 6,3125 | 16 | 1,25000 | ,31250 |
| | total_posttest | 10,8125 | 16 | 1,22304 | ,30576 |

The table paired samples statistics of pre-test and post-test indicated that the value of standard deviation in pre-test was 1,25000 and 1,22304 in post-test. Besides, the standard deviation error in pre-test was ,31250 and in post-test was ,30576. The table above also shows that mean score in pre-test was 6,3125 and in post-test was 10,8125. It could be concluded that the students' score improved.

Table 4.17
The Paired Samples Correlation of Pre-test and Post-test

| | | Paired Samples Correlations | | |
|--------|--------------------------------|-----------------------------|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | total_pretest & total_posttest | 16 | ,564 | ,023 |

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is ,564. It means that there was a significant correlation of students' ability in teaching speaking by using Hangman game before and after treatment.

Table 4.18
The Paired Samples Test of Post-Test and Pre-Test

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------------------|--------------------|----------------|-----------------|---|----------|---------|----|-----------------|
| | | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | total_pretest - total_posttest | -4,50000 | 1,15470 | ,28868 | -5,11530 | -3,88470 | -15,588 | 15 | ,000 |

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that was a test to know the significance difference between the result of students' mean score in pre-test and post-test. Assuming that the level of significance () = 0.05, the only thing which is needed; the degree of freedom (df) = N-1, where N=16, df=15. Then the t-test is presented in following the table:

Table 4.19
The Probability Value of T-Test of the Students' Achievement

| Variable | P-Value | () |
|----------|---------|------|
| X2-X1 | 0.00 | 0.05 |

The probability value was smaller than (0.00<0.05). It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So, the conclusion that there was a significance in teaching speaking before and after using Hangman game. Therefore, the researcher assumed that the Hangman game was effective to improved students' speaking skill (accuracy, fluency, comprehensibility) at the second grade of SMAN 4 Palopo.

2. Analysis of Questionnaires

To get data of students' interest in learning speaking by using Hangman game, the researcher made questionnaires that consisted of 6 items. To find out the percentage of students in questionnaires assessment by using the formula below:

$$P = \frac{E}{N} \times 100\%$$

Where:

P = the percentage from the students' response

F = frequency

N = number of students

The result and percentage of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following table:

Table 4.20**The Rate Percentage of Questionnaire no.1**

| No | Statement | Classification | Frequency | Percentage |
|----|--|-------------------|-----------|------------|
| 1. | Studying in English class by using hangman game can improve the students' speaking skill early compared with other game. | Strongly agree | 6 | 37,5% |
| | | Agree | 9 | 56,25% |
| | | Neutral | 1 | 6,25% |
| | | Disagree | - | 0% |
| | | Strongly disagree | - | 0% |
| | | Total | 16 | 100% |

The presents that there were 6 students' (37,5%) choose "strongly agree", 9 students' (56,25%) choose "agree", and 1 student (6,25%) choose "neutral". Besides, it shows that none of the students choose "disagree" and "strongly disagree". It means hangman game can improve the students' speaking skill early compared with other game.

Table 4.21**The Rate Percentage of Questionnaire no.2**

| No | Statement | Classification | Frequency | Percentage |
|----|---|-------------------|-----------|------------|
| 2. | The hangman game can help students bravery and mentality (self confidence) to speak | Strongly agree | 5 | 31,25% |
| | | Agree | 8 | 50% |
| | | Neutral | 3 | 18,75% |
| | | Disagree | - | 0% |
| | | Strongly disagree | - | 0% |

| | | | | |
|--|---------------------------|-------|----|------|
| | English in class activity | Total | 16 | 100% |
|--|---------------------------|-------|----|------|

The presents that there were 5 students' (31,25%) choose "strongly agree", 8 students' (50%) choose "agree", and 3 students (18,75%) choose "neutral". Besides, it shows that none of the students choose "disagree" and "strongly disagree". It means the hangman game can help students bravery and mentality (self confidence) to speak English in class activity.

Table 4.22

The Rate Percentage of Questionnaire no. 3

| No | Statement | Classification | Frequency | Percentage |
|----|--|-------------------|-----------|------------|
| 3. | Through this game we can learn speaking easily and enjoyable | Strongly agree | 6 | 37,5% |
| | | Agree | 6 | 37,5% |
| | | Neutral | 2 | 12,5% |
| | | Disagree | 2 | 12,5% |
| | | Strongly disagree | - | 0% |
| | | Total | 16 | 100% |

The presents that there were 6 students' (37,5%) choose "strongly agree", 6 students' (37,5%) choose "agree", 2 students (12,5%) choose "neutral" and 2 students (12,5%) choose "disagree". But in fact, that none of the students choose "strongly

disagree”. It means the students easily and enjoyable in learning speaking using hangman game.

Table 4.23

The Rate Percentage of Questionnaire no.4

| No | Statement | Classification | Frequency | Percentage |
|----|--|-------------------|-----------|------------|
| 4. | The Hangman game can improve students' vocabulary. | Strongly agree | 12 | 75% |
| | | Agree | 4 | 25% |
| | | Neutral | - | 0% |
| | | Disagree | - | 0% |
| | | Strongly disagree | - | 0% |
| | | Total | 16 | 100% |

The presents that there were 12 students' (75%) choose “strongly agree”, 4 students' (25%) choose “agree”. Besides, it shows that none of the students choose “neutral, “disagree” and “strongly disagree”. It means the Hangman game can improve students' vocabulary.

Table 4.24

The Rate Percentage of Questionnaire no.5

| No | Statement | Classification | Frequency | Percentage |
|----|--|----------------|-----------|------------|
| 5. | The Hangman game give a new solution in increasing | Strongly agree | 7 | 43,75% |
| | | Agree | 8 | 50% |
| | | Neutral | 1 | 6,25% |
| | | Disagree | - | 0% |

| | | | | |
|--|---|-------------------|----|------|
| | students' speaking skill in English teaching process. | Strongly disagree | - | 0% |
| | | Total | 16 | 100% |

The presents that there were 7 students' (43,75%) choose "strongly agree", 8 students' (50%) choose "agree", and 1 student (62,5) choose "neutral" . Besides, it shows that none of the students choose "disagree" and "strongly disagree". It means The hangman game give new solution in increasing students' speaking skill in English teaching process.

Table 4.25

The Rate Percentage of Questionnaire no.6

| No | Statement | Classification | Frequency | Percentage |
|----|---|-------------------|-----------|------------|
| 6. | The Hangman game can motivated the students in learning English | Strongly agree | 6 | 37,5% |
| | | Agree | 7 | 43,75% |
| | | Neutral | 3 | 18,75% |
| | | Disagree | - | 0% |
| | | Strongly disagree | - | 0% |
| | | Total | 16 | 100% |

The presents that there were 6 students' (37,5%) choose "strongly agree", 7 students' (43,75%) choose "agree", and 3 students (18,75%) choose "neutral". Besides, it shows that none of the students choose "disagree" and "strongly disagree". It means the Hangman game can motivated the students in learning English.

Table 4.26
The Students' Perception Score in Questionnaire

| No | Respondent | Number of items | | | | | | Score |
|----|------------|-----------------|---|---|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 | R1 | 4 | 4 | 4 | 5 | 5 | 4 | 26 |
| 2 | R2 | 5 | 4 | 5 | 5 | 3 | 4 | 26 |
| 3 | R3 | 4 | 5 | 5 | 5 | 5 | 5 | 29 |
| 4 | R4 | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| 5 | R5 | 3 | 3 | 2 | 5 | 5 | 4 | 22 |
| 6 | R6 | 4 | 4 | 5 | 4 | 4 | 4 | 25 |
| 7 | R7 | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| 8 | R8 | 4 | 4 | 3 | 5 | 4 | 4 | 24 |
| 9 | R9 | 4 | 5 | 4 | 5 | 4 | 5 | 27 |
| 10 | R10 | 4 | 5 | 4 | 5 | 4 | 5 | 27 |
| 11 | R11 | 4 | 4 | 2 | 4 | 3 | 3 | 20 |
| 12 | R12 | 5 | 3 | 4 | 4 | 4 | 3 | 23 |
| 13 | R13 | 5 | 4 | 4 | 5 | 5 | 3 | 26 |
| 14 | R14 | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| 15 | R15 | 4 | 4 | 4 | 5 | 5 | 4 | 26 |
| 16 | R16 | 5 | 4 | 5 | 5 | 4 | 5 | 28 |

By totaling the score of the students' answering toward the statements in questionnaires that was given to the students, it could be concluded that the lowest score was 30 and the highest score was 20.

The table distribution frequency about the students' interest score toward the learning process by Hangman game was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

The table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data was got, it could be showed that $H = 30$ and $L = 20$. After knowing the score of H and L, the researcher arranged the score of the students' interest from up to down, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:

Table 4.27
Distribution Frequency of Students' Interest

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 30 | 2 | 12,5% |
| 29 | 1 | 6,25% |
| 28 | 1 | 6,25% |
| 27 | 2 | 12,5% |
| 26 | 4 | 25% |
| 25 | 1 | 6,25% |
| 24 | 2 | 12,5% |
| 23 | 1 | 6,25% |
| 22 | 1 | 6,25% |
| 20 | 1 | 6,25% |
| =225 | N=16 | 100% |

Based on the table above, it could be known that the students at the second grade of SMAN 4 Palopo, the students got the high score 30 were 2 students (12,5%) and there was 1 student (6,25%) got lowest score 20. The others got 29 was 1 student (6,25%), 1 student (6,25%) got score 28, 2 students (12,5%) got 27, 4 students (25%) got score 26, 1 student (6,25%) got score 25, 2 students (12,5%) got score 24, 1 student (6,25%) got score 23, and 1 student (6,25%) got score 22. It means all the students interest in this game.

B. Discussion

1. Speaking Test

In this section presents the result of data analysis in findings. The discussed about the using Hangman game in teaching speaking skill at the second grade of SMA Negeri 4 Palopo since the pre-test until post-test had been conducted.

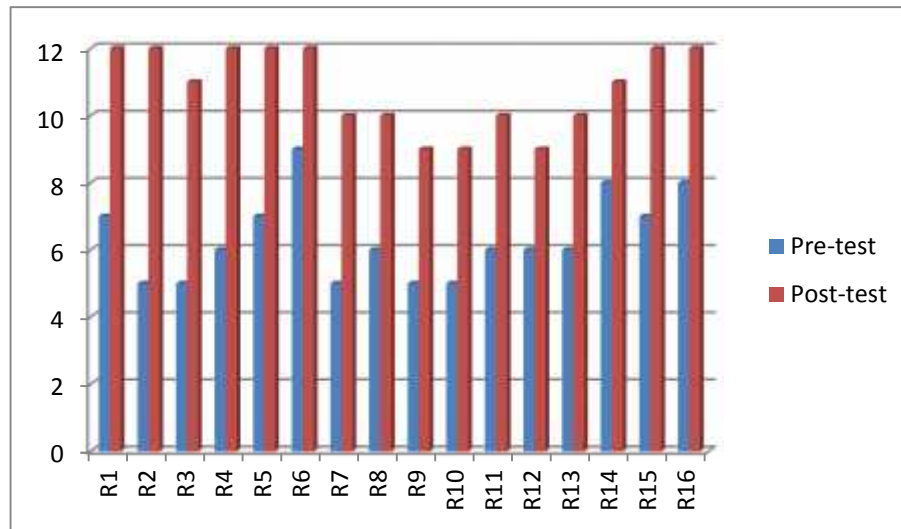
After analyzing the data of students' test, it showed significance different between the students' mean score of pre-test and post-test. And the probability value was smaller than $(0.00 < 0.05)$. Its means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

In pre-test, the researcher gave material that were given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result shows that in **accuracy** none of students got excellent (0%), very good (0%) and good (0%). Besides, there were 2 students (12,5%) who got average, 12 students (75%) who got poor and 2 students (12,5%) who got very poor. Where as in **fluency** shows that none of students got excellent (0%), very good (0%) and good (0%). Besides, there were 2 students (12,5%) who got average, 11 students (68,75%) who got poor and 3 students (18,75%) who got very poor. In **comprehensibility**, none of students got excellent (0%), very good (0%) and good (0%). Besides, there were 6 students (37,5%) who got average, 10 students (62,5%)

who got poor and none student who got very poor. It means the students' speaking skill was low

In post-test, the researcher gave material to the students. The post-test was done after giving treatment to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking skill. it was found that in **accuracy** still none of the students (0%) got excellent, and got very good. There were 9 students (56,25%) got good, and 7 students (43,75%) got average and none of them got poor and very poor. In **fluency**, it present that also none of the students (0%) got excellent, and got very good There were 7 students (43,75%) got good, and 9 students (56,25%) got average and none of them got poor and very poor. While, in **comprehensibility** still none of the students (0%) got excellent, and got very good, 13 students (81,25%) got good, and 3 students (18,75%) got average and none of them got poor and very poor. It implies that Hangman game could improved students' speaking skill after treatment. The score of pre-test and post-test could be shown in the following chart:

Table 4.28
Bar Chart of the Students' Score in Pre-Test And Post-Test



The table 4.28 bar chart shows that there was significance difference of students' score in pre-test and post-test. The students' score in post-test was higher than their score in pre-test. It means that there was improvement of students' score from pre-test to post-test after they learnt speaking used Hangman game. The improvement of students' score shows that there was improvement of students' speaking skill. It presents that the students' speaking skill increased after they learnt speaking by using Hangman game.

Based on the result above and the mean score of students' speaking skill (accuracy, fluency, and comprehensibility) in pre-test and post-test (see table 4.16). It could be concluded that the Hangman game effective in teaching speaking especially to improve the students' speaking skill at the second grade of SMAN 4 Palopo. It

could be seen from the mean score of students (10,81) in post-test was higher than the mean score of students (6,31) in pre-test.

Here are some sample of the students' speaking record in pre-test and post-test:

Respondent 4

Pre-test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : yes, I know

Researcher : Can you describe this picture?

Respondent : *giraffe.. have long neck, eat grass... and have variation titiktitik kak.*

Component criteria:

Accuracy (2) : Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.

Fluency (2) : Long pauses while he searches for the desired meaning, frequently fragmentary and halting delivery, almost gives up making the effort at times. Limited range of expression.

Comprehensibility (2): Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.

Post test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Yes

Researcher : Can you describe this picture?

Respondent : *The name this fruit is apple, this is popular fruit, and smaller than coconut, live in tropical area, and have vitamin C like orange, and sweet taste and also have many color like green and red.*

Component criteria:

Accuracy (4) : Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

Fluency (4) : Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning.

Comprehensibility (4): Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

Respondent 13

Pre-test

Researcher : Please, choose one picture?

Respondent : (student confused)

Researcher : pilih satu gambar.

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Banana

Researcher : Can you describe this picture?

Respondent : *e... Banana fruit...this fruit delicious and sweet. Tidak saya tau ka... e.... have bentuk long, lembut, and banana fruit is yellow color or green.*

Component criteria:

Accuracy (2) : his pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. There are many basic grammatical and lexical errors. For example, “banana fruit has yellow and green

color” as “banana fruit is yellow color and green”. “have bentuk long”, it means “banana has long shape”

Fluency (2) : long pauses while he searches for the meaning, frequently fragmentary and halting delivery, almost gives up making the effort at times. Limited range of expression. For example, she like saying “e....” while trying to look another words.

Comprehensibility (2): only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. Listener could understand a lot what is said.

Post test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Yes

Researcher : Can you describe this picture?

Respondent : *than than. this is animal, the name is..the name this animal is cat, it live in street or home. this animal same with lion, but it smallest than tiger, and it has four legs, and many cat have beautiful eyes. This is animal berbulu and have many colors, cat have a long tail, cat eat fish.*

Component criteria:

Accuracy (3) : Pronunciation is influenced by the mother-tongue but only a few serious phonological and lexical errors, some of which causes confusion.

Fluency (3) : Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.

Comprehensibility (4): The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences.

Respondent 6

Pre test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Yes, that is table

Researcher : Can you describe this picture?

Respondent : *This is table, table is thing, e.... people usually use this thing, the color is brown, it has... it has 4 foot, shape is square, and usually table couple with chair.*

Component criteria:

Accuracy (3) : Pronunciation is influenced by the mother-tongue but only a few serious phonological and lexical errors, some of which causes confusion . “it has 4 foot” (word “foot” used for human or animal (living things) and table is noun) should be “it has 4 legs”.

Fluency (3) : Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.

Comprehensibility (3): The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences.

Post test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Yes

Researcher : Can you describe this picture?

Respondent : *This.. this is fruit and the name this fruit is ee name this fruit is banana, banana have many benefit for people, banana has delicious and sweet taste, banana has smooth texture, this fruit is.. has yellow and green color, banana shape is long and curve. And this fruit.. easy to find everywhere, many people like and eat this fruit.*

Component criteria:

Accuracy (4) : Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

Fluency (4) : Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning.

Comprehensibility (4): Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

Respondent 16

Pre-test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Do you know the name of this picture?



Respondent : Yes

Researcher : Can you describe this picture?

Respondent : *butterfly is animal mmm.... And have beautiful wing and many color, butterfly can fly, butterfly e.... insekta...and many people like butterfly because butterfly is beautiful animal.*

Component criteria:

Accuracy (2) : Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.

Fluency (3) : Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary..

Comprehensibility (3): The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences.

Post test

Researcher : Please, choose one picture?

Respondent : Yes

Researcher : Can you describe your friend?

Respondent : *I have classmate, her name is Avida. She come from Jawa. She is a beautiful girl, she is tall has straight long hair, she has small eyes, and the color eyes is black. She is very kind, friendly, patient, and she has beautiful smile.*

Component criteria:

Accuracy (4) : Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

Fluency (4) : Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.

Comprehensibility (4): Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

2. Analysis of Questionnaire

This research presented the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learnt speaking by Hangman game, it indicated that there were most of the students very interested in learning speaking by using Hangman game, because as long as the researcher did research most of the students at SMAN 4 Palopo, especially in class XI MIPA 2, they

gave a good response and they were became active in all of the treatment that had been given by researcher. And the others were interested in learnt speaking.

Learning speaking by Hangman game was effective and interesting ways that could be applied in the classroom. In this game, the students' were expected to contribute ideas, opinion, and feelings to others, so that way students' could get new solution in speaking skill. Beside very interesting, this game could also motivation students because the students not only learnt English, but also played with their friends, it could brought a good atmosphere for them to learn English, so that they were motivated. It also made the students focus active during the learning process by applying this game.

In addition the students' interest in learning speaking by Hangman game could be seen through the answer of the questionnaire by the students'. Had been analyzed the result of the students' responses toward the game applied by the researcher in this research, it shows where the data shows that many students was chosen strongly agree and agree in all the statement, it concluded the students at the second grade of SMA Negeri 4 Palopo gave positive response to this game.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented about conclusions and some suggestions related to the findings and discussion of the research

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher draw conclusions as follows:

1. Having implemented the treatment by using Hangman game, it was found that mean score of post-test (10,8125) was higher than pre-test (6,3125). It means that there was a significant difference between students' ability before and after treatment. The result of statistical analysis for level of significance 0,05 with degree of freedom ($df = N-1$, where $(N) = 16$, $df = 15$ the probability value was smaller than $(0,00 < 0,05)$. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It could be concluded that Hangman game effective in teaching speaking at second grade of SMA Negeri 4 Palopo.

2. Having analyzed the result of students' response toward the Hangman game applied by the researcher in this research, the data shows that many students was chosen positive choices in all statements. It shows that the students responded this game positively.

B. Suggestions

Successful in teaching did not depend on the lesson program only but more important was how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The method also helped the teacher and lecturer and giving much opportunity for the students to be active in teaching learning process. Regarding to the teaching speaking by Hangman game, the researcher gives some suggestion as follow:

1. For lecturer and teacher

They needed to try using Hangman game, so that the teaching and learning process become more enjoyable, fun and interesting. Teaching speaking using Hangman game motivated students to practice speaking more and it improved students' speaking skill.

2. For the students'

Speaking is the most important aspect in mastering language. That is way the students have to learn how to speak English well. They have to study harder and try to speak English more and more, in order to be fluent. Remember that English is language and a language is just a set of habitual actions. Practice more is better for your English.

3. For the reader

The readers are hoped to be able to get more information and experiences in the purpose of developing and improving their knowledge, especially in improving speaking skill.

Finally, the researcher realized that this thesis was far from being perfect and because of that constructive critics and advice are really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the readers would have more information about Hangman game. This research could be one of the references for the next researcher in conducting other writers with more detailed information about interactive activities to improve students' speaking skill.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 4 Palopo

Kelas/semester : XI MIPA 2/Ganjil

Mata Pelajaran : Bahasa Inggris

Waktu : 2x45 menit

A. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur.

C. INDIKATOR

Mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal.

D. TUJUAN PEMBELAJARAN

Siswa mampu mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal dengan menggunakan ekspresi yang telah diajarkan untuk menebak kata berdasarkan topik.

F. MATERI PEMBELAJARAN

Language Expression yang di gunakan dalam menebak kata

- Is it bigger than a cat

- Is it smaller than....
- Is it a giraffe?
- Is it made with beans?
- Does she/he wearing a hat?
- Does It looks like a cat?
- Does he/she need skill medicine....?
- Does it eat meat?
- Does it live in the jungle?
- Is she/he a doctor?
- Does it have a big body?
- Can it fly?
- It's difficult to say, but I think...?
- I'd say....?
- I think it's....?
- Perhaps it's....?
- Could it be....?
- I guess that....?
- It seems to me....?

F. METODE PEMBELAJARAN

Diskusi kelompok

Tanya jawab

Role play

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum memulai pembelajaran
 - Guru memperkenalkan diri kepada siswa.
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
- **Kegiatan inti**
 - Guru menyampaikan tujuan kedatangan didalam kelas

- Guru memberikan pre-test dengan cara memanggil siswa satu persatu berdasarkan absensi.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran

Pertemuan 2

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum belajar
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
 - Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru menjelaskan kepada siswa tentang permainan Hangman.
 - Siswa diminta oleh guru untuk bermain permainan Hangman.
 - Siswa diberikan topik “things in the classroom”
 - Siswa dibagi menjadi beberapa kelompok, satu orang dari setiap kelompok menjadi *volunteer*. Dan *volunteer* akan memilih gambar yang diberikan oleh guru.
 - dan siswa yang lain menebak kata dengan memberikan *clue* menggunakan expression yang sebelumnya telah diajarkan.
 - Ketika *clue* tersebut benar, penebak menyebutkan salah satu huruf berdasarkan gambar, dan melanjutkan kembali dengan memberikan *clue* selanjutnya, namun apabila *clue* yang diberikan salah, maka kelompok tersebut akan menggambar komponen dari hangman, dan kelompok lain yang akan mengambil alih dalam menebak kata tersebut.
 - Apabila kata tersebut telah terjawab, perwakilan dari setiap kelompok akan menyimpulkan dan mendeskripsikan gambar tersebut berdasarkan clue yang telah diberikan dari penebak.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran.

Pertemuan 3

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum belajar
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
 - Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru menjelaskan kepada siswa tentang permainan Hangman.
 - Guru mengajarkan dan memberikan beberapa language expressions dalam permainan Hangman.
 - Siswa diminta oleh guru untuk bermain permainan Hangman.
 - Siswa diberikan topik “animals”
 - Siswa dibagi menjadi beberapa kelompok, satu orang dari setiap kelompok menjadi *volunteer*. Dan *volunteer* akan memilih gambar yang diberikan oleh guru.
 - dan siswa yang lain menebak kata dengan memberikan *clue* menggunakan expression yang sebelumnya telah diajarkan.
 - Ketika *clue* tersebut benar, penebak menyebutkan salah satu huruf berdasarkan gambar, dan melanjutkan kembali dengan memberikan *clue* selanjutnya, namun apabila *clue* yang diberikan salah, maka kelompok tersebut akan menggambar komponen dari hangman, dan kelompok lain yang akan mengambil alih dalam menebak kata tersebut.
 - Apabila kata tersebut telah terjawab, perwakilan dari setiap kelompok akan menyimpulkan dan mendeskripsikan gambar tersebut berdasarkan clue yang telah diberikan dari penebak.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran.

Pertemuan 4

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum belajar
 - Guru memeriksa kehadiran siswa

- Guru membuka kelas pada awal pelajaran
- Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru menjelaskan kepada siswa tentang permainan Hangman.
 - Guru mengajarkan dan memberikan beberapa language expressions dalam permainan Hangman.
 - Siswa diminta oleh guru untuk bermain permainan Hangman.
 - Siswa diberikan topik “fruits”
 - Siswa dibagi menjadi beberapa kelompok, satu orang dari setiap kelompok menjadi *volunteer*. Dan *volunteer* akan memilih gambar yang diberikan oleh guru.
 - dan siswa yang lain menebak kata dengan memberikan *clue* menggunakan expression yang sebelumnya telah diajarkan.
 - Ketika *clue* tersebut benar, penebak menyebutkan salah satu huruf berdasarkan gambar, dan melanjutkan kembali dengan memberikan *clue* selanjutnya, namun apabila *clue* yang diberikan salah, maka kelompok tersebut akan menggambar komponen dari hangman, dan kelompok lain yang akan mengambil alih dalam menebak kata tersebut.
 - Apabila kata tersebut telah terjawab, perwakilan dari setiap kelompok akan menyimpulkan dan mendeskripsikan gambar tersebut berdasarkan clue yang telah diberikan dari penebak
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran.

Pertemuan 5

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum belajar
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
 - Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru menjelaskan kepada siswa tentang permainan Hangman.
 - Guru mengajarkan dan memberikan beberapa language expressions dalam permainan Hangman.

- Siswa diminta oleh guru untuk bermain permainan Hangman.
- Siswa diberikan topik “people in the classroom”
- Siswa dibagi menjadi beberapa kelompok, satu orang dari setiap kelompok menjadi *volunteer*. Dan *volunteer* akan memilih gambar yang diberikan oleh guru.
- dan siswa yang lain menebak kata dengan memberikan *clue* menggunakan expression yang sebelumnya telah diajarkan.
- Ketika *clue* tersebut benar, penebak menyebutkan salah satu huruf berdasarkan gambar, dan melanjutkan kembali dengan memberikan *clue* selanjutnya, namun apabila *clue* yang diberikan salah, maka kelompok tersebut akan menggambar komponen dari hangman, dan kelompok lain yang akan mengambil alih dalam menebak kata tersebut.
- Apabila kata tersebut telah terjawab, perwakilan dari setiap kelompok akan menyimpulkan dan mendeskripsikan gambar tersebut.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran.

Pertemuan 6

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum belajar
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
 - Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru menjelaskan kepada siswa tentang permainan Hangman.
 - Guru mengajarkan dan memberikan beberapa language expressions dalam permainan Hangman.
 - Siswa diminta oleh guru untuk bermain permainan Hangman.
 - Siswa diberikan topik “all of things (animals, fruits, things, and people)”
 - Siswa dibagi menjadi beberapa kelompok, satu orang dari setiap kelompok menjadi *volunteer*. Dan *volunteer* akan memilih gambar yang diberikan oleh guru.
 - dan siswa yang lain menebak kata dengan memberikan *clue* menggunakan expression yang sebelumnya telah diajarkan.

- Ketika *clue* tersebut benar, penebak menyebutkan salah satu huruf berdasarkan gambar, dan melanjutkan kembali dengan memberikan *clue* selanjutnya, namun apabila *clue* yang diberikan salah, maka kelompok tersebut akan menggambar komponen dari hangman, dan kelompok lain yang akan mengambil alih dalam menebak kata tersebut.
- Apabila kata tersebut telah terjawab, perwakilan dari setiap kelompok akan menyimpulkan dan mendeskripsikan gambar tersebut.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa
 - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
 - Guru menutup pelajaran.

Pertemuan 7

- **Kegiatan awal**
 - Guru masuk kedalam kelas dan mengucapkan salam
 - Guru dan siswa berdoa sebelum memulai pembelajaran
 - Guru memeriksa kehadiran siswa
 - Guru membuka kelas pada awal pelajaran
 - Guru menerangkan materi yang akan dibahas
- **Kegiatan inti**
 - Guru memberikan post-test dengan cara memanggil siswa satu persatu berdasarkan absensi.
- **Kegiatan penutup**
 - Guru memberikan feedback kepada siswa.
 - Guru menutup pelajaran.

G. SUMBER PEMBELAJARAN

- kamus
- buku dasar-dasar penguasaan bahasa inggris

Alat :

- Kamera Handphone

Pre-test

Teacher : please, choose one picture?



Teacher : Do you know name this picture?

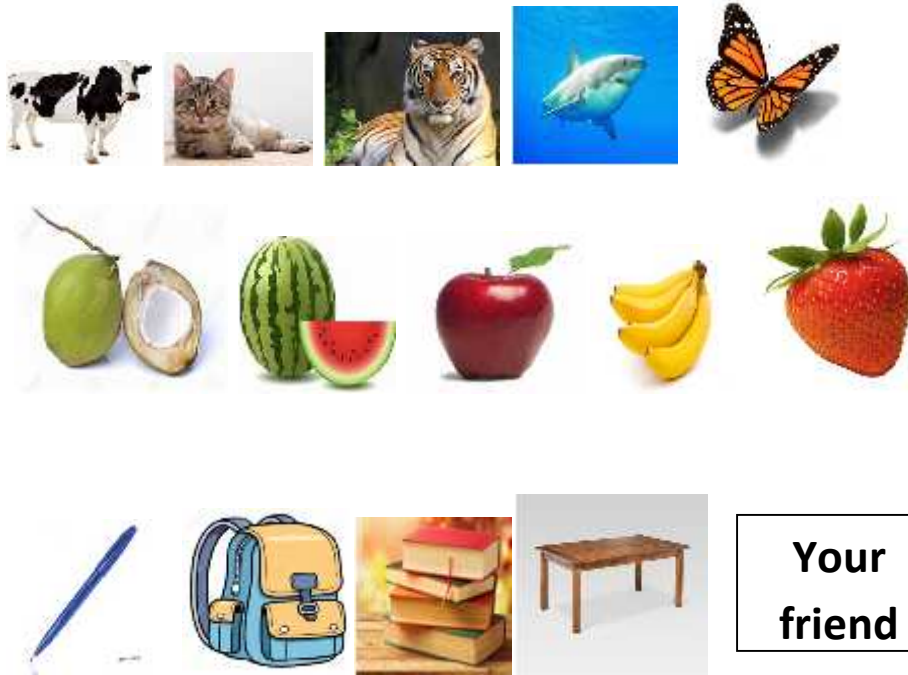
Student :

Teacher : Can you describe this picture?

Student :

Post-test

Teacher : Please, choose one picture?



Teacher : Do you know name this picture?

Student :

Teacher : Can you describe this picture?

Student :







CURRICULUM VITAE

The writer, Yulianti Wulan, was born on July 10th 1996 in Cirebon City, West Java. She has six brothers and six sisters. She is the last child of Madirah and Sukenah.

In 2002, he started his education in SDN Kesunean I Cirebon City, and graduated in 2008. After that, she continued his study in SMPN 15 Cirebon City and graduated in 2011. Then, she continued his study in SMAN 8 Cirebon City and graduated in 2014.

In the following years, she continued her study at the English Education Department in State Islamic Institute (IAIN) Palopo in 2014. She finished his study at IAIN Palopo in 2019.